

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

L340/ DEVELOP A COHESIVE TEAM

OCT 04



Stand Alone Common Core

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L340 / DEVELOP A COHESIVE TEAM
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	L425, Develop a cohesive platoon-sized element, Oct 03.
TSP Users	600–BNCOC, Basic Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number**Task Title**

158-100-1272

Develop a Cohesive Platoon-Sized Organization

**This TSP
Contains**

TABLE OF CONTENTS

	PAGE
Preface	2
Lesson Section I Administrative Data	4
Section II Introduction.....	9
Terminal Learning Objective - Develop a cohesive team.....	9
Section III Presentation	11
Enabling Learning Objective A - Identify the characteristics of a good team.	11
Enabling Learning Objective B - Determine the appropriate team building stages of your team.	13
Enabling Learning Objective C - Develop a plan to improve unit cohesion.	15
Section IV Summary.....	20
Section V Student Evaluation.....	21
Appendix A - Viewgraph Masters A -	1
Appendix B - Test(s) and Test Solution(s) (N/A) B -	1
Appendix C - Practical Exercises and Solutions C -	1
Appendix D - Student Handouts D -	1

DEVELOP A COHESIVE TEAM
L340 / Version 1
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>	
	600/BNCOC	1	Basic Noncommissioned Officer Course	
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>		
	158-100-1272 (*)	Develop a Cohesive Platoon-Sized Organization		
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>		
	158-100-1150	Motivate subordinates to improve performance.		
	158-100-1250	Motivate subordinates to accomplish unit missions.		
Academic Hours	The academic hours required to teach this lesson are as follows:			
		<u>Resident</u>		
		<u>Hours/Methods</u>		
		30 mins / Conference / Discussion		
		1 hr 20 mins / Practical Exercise (Performance)		
	Test	0 hrs		
	Test Review	0 hrs		
	Total Hours:	2 hrs		
	Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>	
		Testing (to include test review)	<u>3 Hrs</u>	<u>E303</u>
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>		
	None			
Clearance Access	Security Level: Unclassified			
	Requirements: There are no clearance or access requirements for the lesson.			
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.			

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	
http://www.bus.ualberta.ca/rfield/Groups%20and%20Teams.htm , 16 Jun 2004	RICHARD FIELD ON MANAGEMENT AND INFORMATION SCIENCE	2002	
commoncore@atsc.army.mil , 24 Jun 2004.	DEVELOPING A COHESIVE PLATOON-SIZE ORGANIZATION, TASK NUMBER – 158-100-1272	28 May 1999	

Student Study Assignments

Before class--

- Read and study Student Handouts SH-1 thru SH-3 and complete PE-4.

During class--

- Participate in class discussion and complete PEs successfully.

After Class--

- Review all material covered in class.
- Prepare for end of course test.
- Turn in all recoverable materials after examination for this lesson.
- Participate in after action review for this lesson.

Instructor Requirements

1:16, SSG, BNCOC graduate, ITC and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction	<u>ID</u>	<u>Stu</u>	<u>Instr</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
	<u>Name</u>	<u>Ratio</u>	<u>Ratio</u>			
	441-06	1:16	1:1	No	0	No
	LCD PROJECTION SYSTEM					
	559359	1:16	1:1	No	0	No
	SCREEN PROJECTION					
	673000T101700	1:16	1:1	No	0	No
	PROJECTOR, OVERHEAD, 3M					
	702101T134520	1:16	1:1	No	0	No
	DELL CPU, MONITOR, MOUSE, KEYBOARD					
	703500T102257	1:16	1:1	No	0	No
	DESKTOP/EPSON PRINTER					
	7110-00-T81-1805	1:16	1:1	No	0	No
	DRY ERASE BOARD					
	7510-01-424-4867	1:16	1:1	No	0	No
	EASEL, (STAND ALONE) WITH PAPER					
	SNV1240262544393	1:16	1:1	No	0	No
	36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND					
	SOFTWARE-2	1:16	1:1	No	0	No
	WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION					
	* Before Id indicates a TADSS					
Materials Required	Instructor Materials:					
	<ul style="list-style-type: none"> • TSP materials, including all appendices. • FM 22-100 					
	Student Materials:					
	<ul style="list-style-type: none"> • FM 22-100 (Extract, Chapter 5, pp 5-18 thru 5-23, para 5-102 thru 5-119). • Practical Exercises (PE-1 thru PE-4). • Student Handouts (SH-1 thru SH-3). 					
Classroom, Training Area, and Range Requirements	GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU).					
Ammunition Requirements	<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu</u>	<u>Instr</u>	<u>Spt</u>
				<u>Ratio</u>	<u>Ratio</u>	<u>Qty</u>
	None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Issue SH-1 thru SH-3 and PE-4 two days in advance to students. You are to complete the practical exercise as homework and are to bring it to class for discussion. Turn in the exercise for grading. You must get at least 7 GOs out of the 10 items to pass.
- Read and study all TSP material including the practical exercise and be ready to conduct the class.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination of this lesson.
 - Conduct an after action review for the lesson.
 - Report any lesson discrepancies to the Chief, B/ANCOC.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Jemison, William L.	CIV	Training Specialist	
King, Phillip W.	GS11	Course Manager, B/ANCOC	
Bennett-Green, Agnes	SGM	Chief, B/ANCOC	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

“The bonding of soldiers, civilians and quality equipment will give Army leaders the decisive edge on the battlefield and in the work place.”

--GEN Richard H. Thompson, 1985

Would you rather go into combat as part of a team or unit that knows each other and works well together or one where no one cares? It is important and necessary to know that the members of a highly cohesive group concern themselves with the welfare of the group members and strongly motivate themselves to contribute to the group's welfare, to achieve the group goals and objectives, and to work for the team. Cohesiveness contributes to a group's importance and influence. It increases the significance of membership for those who belong to the group.

NOTE: If you or any student have a personal experience or story, of which you were a part of or observed a particularly cohesive team this might also be a good introduction to use.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Develop a cohesive team.
Conditions:	As a small unit leader in a company or battalion level unit given a situation in which you are responsible for developing soldiers into a cohesive element.
Standards:	Demonstrated the skills required to develop a cohesive, platoon-sized element by: <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. IAW FM 22-100 and SH-3.

Safety Requirements

None

Risk Assessment Level	Low
Environmental Considerations	<p>NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.</p> <p>None</p>
Evaluation	<p>During this course, you will take a 50 question written examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 or more questions to receive a GO.</p>
Instructional Lead-In	<p>For 13 days in 1836, 189 Texans fought off the continual sieges of Santa Anna's force of Mexican regulars. When the battle for the Alamo ended, the Mexicans had lost more than 600 men, the Texans lost 188.</p> <p>For three days in late 1965, a short-handed battalion of 450 men fought off 2,000 North Vietnamese soldiers at LZ X-Ray in the Ia Drang Valley. During Operation Iraqi Freedom in 2003, soldiers of the 507th Maintenance Battalion fought fiercely rather than surrender, and to an overwhelming Iraqi force that had ambushed them.</p> <p>What could possibly have sustained these brave soldiers during these ordeals under fire? Faced with a similar challenge, could you remain as committed to the battle as they did? Tomorrow's battles will undoubtedly be different from the one's we have fought in the past. However, the degree of cohesion and commitment a unit brings to the battle will continue to change the course of history.</p> <p>NOTE: Ask students if they brought PE-4 to class.</p>

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the characteristics of a good team.
CONDITIONS:	As a leader in a company or battalion level unit in a classroom environment given FM 22-100.
STANDARDS:	Identified the characteristics of a good team IAW FM 22-100.

1. Learning Step / Activity 1. Characteristics of a Good Team

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT-1

You have heard--countless times--that the Army is a team. Is it that important for people to have a sense of the team? Some important points to remember from your reading of this chapter about teambuilding are: The national cause, the purpose of the mission, and all the larger concerns may not be invisible from the battlefield but regardless of other issues, soldiers perform for the other people in the squad or section, for others in the team or crew, for the person on their right or left. This is a fundamental truth: soldiers perform because they do not want to let their buddies down. If the leaders of the small teams that make up the Army are competent, and if their members trust one another, those teams and the larger team of teams will hang together and get the job done. A cohesive team accomplishes the mission much more efficiently than a group of individuals. Just as a football team practices to win on the gridiron, so must a team of soldiers practice to be effective on the battlefield.

Developing teams takes hard work, patience, and interpersonal skills on the part of the leader. Good teams get the job done. People who are part of a good team complete the mission on time with the resources given them and a minimum of wasted effort; in combat, good teams are the most effective and take the fewest casualties.

SHOW VGT-1, CHARACTERISTICS OF A GOOD TEAMS

Ref: FM 22-100, Chap 5, p 5-19, para 5-106

NOTE: Uncover one bullet comment at a time while discussing each of them.

REMOVE VGT-1

The Army is a team that includes members who are not soldiers but whose contributions are essential to mission success. The contributions made by almost 1,600 DA civilians in the Persian Gulf region were all but lost in the celebrations surrounding the military victory against Iraq and the homecoming celebration for the soldiers that followed. However, one safety specialist noted that these deployed DA civilians recognized the need for a team effort.

People will do the most extraordinary things for their buddies. It is your job as an Army leader to pull each member into the team because you may someday ask that person for an extraordinary effort. Team building involves applying interpersonal leader skills that transform individuals into productive teams. If you have done your work, the team members will not let you down.

1. Learning Step / Activity 2. PE-1 Trust Earned PE
 - Method of Instruction: Practical Exercise
 - Technique of Delivery: Small Group Instruction
 - Instructor to Student Ratio: 1:16
 - Time of Instruction: 10 mins
 - Media: None

NOTE: Use PE-1, Trust Earned (Appendix C) for this exercise. Depending on the number of students you have, divide the class into three or four groups. Read the scenario and have the groups prepare answers to the questions and discuss in class.

So what builds competence and confidence? Training together builds collective

competence and trust is a product of that competence. Trust also springs from the collective competence of the team. As the team becomes more experienced and enjoys more successes, it becomes more cohesive. Loyalty to superiors and subordinates does more than ensure smooth-running peacetime organizations. It prepares units for combat by building soldiers' trust in leaders and leaders' faith in soldiers. Respect is also an essential part for the development of a disciplined, cohesive, and effective warfighting team. The spirit of selfless service and duty is built on a soldier's personal trust and regard for his fellow soldier.

Within a larger team, smaller teams may be at different stages of development. For instance, members of First Squad may be used to working together. They trust one another and get the job done--usually exceeding the standard--with no wasted motion. Second Squad in the same platoon just received three new soldiers and a team leader from another company. As a team, second squad is less mature; it will take them some time to get up to the level of first squad. New team members have to learn how things work: brought on board and made to feel members of the team; they must learn the standards and the climate of their new unit; they will have to demonstrate some competence before other members really accept them; and finally, they must practice working together.

Teams do not come together by accident; leaders must build and guide them through a series of developmental stages: formation, enrichment, and sustainment.

CHECK ON LEARNING: PE-1 serves as the check on learning for this learning objective.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the appropriate team building stages of your team.
CONDITIONS:	As a leader in a company or battalion level unit in a classroom environment, given FM 22-100.
STANDARDS:	Determined the appropriate team building stage of your team IAW FM 22-100, Chap 5 (SH-2)

1. Learning Step / Activity 1. Team Development PE

Method of Instruction: Practical Exercise (Performance)

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:16

Time of Instruction: 25 mins

Media: None

Ref: SH-2, pp SH-2-4 thru SH-2-10

NOTE: Use PE-2, Soldier Team Development (Appendix C) for this exercise. Depending on the number of students you have, divide the class into three or four groups. Assign each group a topic and conduct the PE.

Your homework readings described the three stages of soldier team development, typical behaviors of team members, and possible leader actions for each of the stages of team development. I am handing out an exercise for you to complete in your groups. Each group will receive a different scenario. You will have 7 minutes to develop your assigned role-play. If you need any assistance, I will be moving from group to group.

NOTE: Give students more time if needed. Tell them when they have 2 minutes left (5-minute mark).

NOTE: When students come back together to do their role-play, they have 2-3 minutes each to perform. After group 1 performs, ask group 3 to evaluate the performance in terms of how well it reflected the expected behavior of teams at the assigned level of performance. In addition, were the actions realistic for the MOS or branch of the class members? Give 1 to 1 1/2 minutes for evaluation.

We have seen that there are predictable interaction patterns between team members and between the team and leaders at different levels of team development. Knowing the level of team development provides insight for how the leader can most effectively work with the team. It provides information about the amount of structure the team requires and guidance as to leader actions that can help the soldiers' progress towards the desired level of cohesion.

Team development and cohesion are interrelated concepts. Cohesive organizations work together and accept the organization's mission as their own. Knowledge of the team development level of your group can help you, as a leader, take appropriate steps to continue your team's high level of performance or improve the level of performance.

The cohesion and soldier team development materials we covered provide the basis for the remainder of this lesson. We are now going to look at factors or areas observed to determine the degree or level of cohesion within the unit. Keep the concepts we have already covered in your mind as we are going to build on that information in our next class segment.

CHECK ON LEARNING:

QUESTION: How do the stages of soldier team development help the leader develop a plan to improve cohesion?

ANSWER: Tells the leader the unit's level of development and what type of actions the leader needs to take, if any.

Ref: SH-2, pp SH-2-3 thru SH-2-8

QUESTION: What are the stages of soldier team development?

ANSWER: Formation stage, enrichment stage, and sustainment stage.

Ref: FM 22-100 (SH-2), Chap 5, p 5-20, para 5-113, 5-118, and 5-119.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Develop a plan to improve unit cohesion.
CONDITIONS:	As a leader in a company or battalion level unit given homework readings, in-class practical exercise and an instructor lead discussion.
STANDARDS:	Developed a plan to improve unit cohesion IAW FM 22-100, SH-3.

1. Learning Step / Activity 1. Unit Cohesion Factors

Method of Instruction: Practical Exercise (Performance)
 Technique of Instruction: Small Group Instruction
 Instructor to Student Ratio: 1:16
 Time of Instruction: 25 mins
 Media: VGT-2

Ref: SH-2, pp 2-10 thru 2-18

When a new recruit enters an organization for the first time, he or she usually confronts an ordered system. The organization has work to do, jobs and a structure created to do the work, and people brought into the organization to do those jobs. While some individuals can remain independent in their completion of the work assigned to them, usually people either are formed into groups or form themselves into groups. Small groups do much of the world's work. Almost without a doubt, everyone will find

themselves at some point in life as the member of a work group. Furthermore, people want to be in a group. The need to belong is a basic human need.

Work group effectiveness is composed of three parts. The first is the performance of the group as rated by the team itself and by the outsiders who receive the team's output. The second is the team's viability in the future. Viability is the team's long-term effectiveness, its ability to work together, and its ability to adapt to changing organizational and environmental conditions. The third part of work group effectiveness is the satisfaction of the work group's members.

The relative importance of these three effectiveness components is certain to vary for specific teams in their unique circumstances. There is no one best way to weigh these three group effectiveness factors. Their relative importance will change from group to group and over time, depending on the organization and the group itself.

During this part of the class, we are going to discuss other factors of unit cohesion, which you read about in your student handout. We are going to discuss each of the factors and determine its importance in developing a plan to improve unit cohesion. As indicated in your readings, leadership is the most critical of all the factors in developing unit cohesion.

In order to be sure that we are all talking about the same thing, how would you define leadership?

NOTE: Write their responses on the board/chart paper in bullet format.

You have given me some good definitions of leadership. I believe that we can pull all of our input together if we use the following definition from FM 22-100: Leadership is influencing people--by providing purpose, direction, and motivation--while operating to accomplish the mission and improving the organization.

Ref: FM 22-100, p 1-4.

Cohesion is not created from the top down. The development within a unit involves both the soldiers and the leaders. Leaders create the climate for cohesive growth.

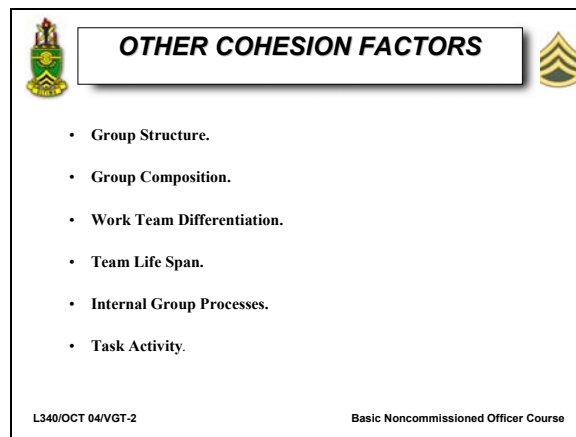
Before you can develop your unit cohesion plan, you must determine how each of the factors is affecting unit cohesion. Since leadership is the most important factor in unit cohesion, we are going to perform an exercise that focuses on leadership actions and their effects.

NOTE: Divide the class into small groups. Hand out the Unit Cohesion Practical Exercise provided in Appendix C (PE-3). Tell the groups they have 10 minutes to answer the questions and prepare for a discussion. Tell them to put their responses on the chart paper or chalkboard.

NOTE: The suggested PE 3 solutions are in Appendix C (p C-13). After 10 minutes have, the class reassemble. For question 1, ask group 1; question 1a, group 2; question 1b and so on. After each group responds, encourage others to agree, disagree or add points. Encourage discussion and ask questions, for example, "why would the members of Squad D not enjoy the training and take pride in it? Why wouldn't the history of the platoon be enough to motivate the soldiers to become cohesive?"

As we have learned, the type of leadership exhibited by the leader can provide a climate in which the group can become more cohesive and perform at a higher level of development. In addition to the leadership factor of unit cohesion, there are other factors that you can observe to determine the level of unit cohesion. Knowledge of these factors can help you identify the leadership actions that can develop a cohesive unit.

SHOW VGT-2, OTHER COHESION FACTORS



Ref: Extract from Richard Field on Management and the Information Science (SH-3)

You see that the other factors of unit cohesion are group structure, group composition, work team differentiation, team life span, internal group processes, and task activity.

NOTE: Lead a class discussion on each of the other six factors. Ask the two questions below for each. After responses, ask questions such as: "Do you agree?" "What other actions could you take? "Why is this factor important? "In addition "How can this factor affect unit cohesion?"

1. When developing a plan to improve unit cohesion, why do you need to determine the impact of this factor on your unit's level of cohesion?
2. Identify one leader action that can affect this factor and increase the level of unit cohesion.

RESPONSES: Listed after factor below. There are no right or wrong answers.

a. Group structure. Two key structural factors of a group are its size and its leadership. The larger the group the less satisfied its members generally are. Group performance is generally enhanced with the addition of more members but each new member brings smaller and smaller performance gains to the group. Larger groups tend to split into subgroups and have non-participants. Satisfaction in a larger group declines because the number of relationships possible in a group increases rapidly as size increases, making it harder to know everyone in the group. The time available to each group member for communication also decreases as group size increases. As well, the gap in the amount of participation between the most frequent participant and the other group members grows wider. These factors make participation in the group more difficult and lower member satisfaction. The best group size will depend on the nature of the task, but smaller is probably better. Groups should be slightly smaller than the task requires.

b. Group composition. Demographics important in groups are the age, sex, personality traits, job and life background, and other descriptive characteristics of group members. These factors together describe what group members bring to the team and how that team is likely to operate in the organization. With greater diversity in organizations and their groups, it is important to understand how to benefit from that diversity.

Examine the following advice for managers. Does it make sense? How could it be applied?

1. Analyze your own biases and prejudices.
2. Become a student of other cultures.
3. Meet individually and communicate daily with staff.
4. Learn the native languages of the staff at least somewhat
5. Be prepared to deal with intercultural conflicts. What are the special holidays or religious requirements of workers from different countries and cultures?
6. Be prepared to have your authority challenged due to cultural differences regarding the importance of age, gender, etc.
7. Adjust to a different sense of who is close family – In some cultures consider non-relatives close family.
8. Adjust to a different sense of time – some cultures think precisely about time.
9. Learn the verbal and non-verbal communication signs of different cultures.

Task experience and task skills can help group members to accomplish a task, but can also limit how group members see problems and their solutions. A person's background will be a strong influence on how that person sees their work world. Group turnover can keep levels of task experience low, increase the amount of training time needed in the group, and lessen group friendships and familiarity that can make the group's activities predictable. On the other hand, turnover can serve to bring in fresh ideas and perspectives that can help a group to stay out of predictable routines.

c. Work Team Differentiation. The more different organizational groups are from each other the more difficult will be interaction between the groups, since ways of thinking and acting will less likely be shared.

d. Team Life Span. Some teams, such as task forces, have a limited life span and team members know when the team will disbanded. This knowledge can affect internal group processes and the actions of group members. Ongoing teams will tend to have more stable patterns of interaction among group members as there is no predictable end to the group's activities.

e. Internal Group Processes

In the process of doing their work, groups organize themselves internally to perform task activity and group maintenance activity.

f. Task activity. Groups can be at the same place at the same time. An example is a quality circle discussing how to lower the team's production costs while producing a higher quality product. We commonly think of a group as working all together in a particular place, but there are other possibilities. For example, groups can operate at a different place at the same time. Team members who are in different cities can connect together by a conference telephone call, screen sharing on computers in different sites, or sharing a virtual reality (VR) meeting place. Each team member experiences a VR computer-generated conference room as if all other team members were in the room, even though they are not. Groups can function at the same place but at a different time. Examples are team rooms where members come and go on their own schedules and stations for shift work (such as a nursing station in a hospital) where members rotate in and out of the team station on different shifts. Groups can also work at a different place and at a different time. One example is a group that communicates by voice mail or by different time computer conferencing and computer mail. As you accomplish more work by telecommuting, groups will become virtual.

As you can see, many factors affect the cohesion of a unit. We have just covered the factors affecting cohesion that were included in your homework readings. When you identify how each of these factors plays out in your unit, you can get an idea of leader actions that you should take to improve the cohesion of your unit. Additionally, when you know what is occurring in your unit, you will know where you need to focus your attention and concentrate your efforts.

REMOVE VGT-3

2. Learning Step / Activity 2. Develop a Plan to Improve Unit Cohesion

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 20 mins
Media: None

NOTE: Divide the class into small groups of three or four. Provide students with FM 22-100 if available and ensure they all have SH-3 and PE-4.

NOTE: Students should have completed the practical exercise as homework and brought it to class.

NOTE: Have students address each item of the Evaluation Guide as they handled it in their plans. Lead a class discussion as you address each item. Collect all student plans for grading.

CHECK ON LEARNING: PE acts as the check on learning for this TSP.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

None

Review / Summarize Lesson

One very important thing I want you to take away from this class is that the level of cohesion of your unit is always changing. It changes as new soldiers join the unit; as groups go through the soldier team development stages; and with the completion of major training exercises or events. As a leader, your task is to create conditions that will enhance and maintain unit cohesion at the highest level possible.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this course, you will take a 50 question written examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 or more questions to receive a passing score (70 percent).

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

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Appendix A - Viewgraph Masters

VIEWGRAPHS FOR LESSON 1: L340 version 1

Enabling Learning Objective A

Learning Step 1

VGT-1, CHARACTERISTICS OF A GOOD TEAM



CHARACTERISTICS OF A GOOD TEAM

- **Work together to accomplish the mission.**
- **Execute tasks thoroughly and quickly.**
- **Meet or exceed the standard.**
- **Thrive on demanding challenges.**
- **Learn from other experiences and are proud of their accomplishments.**

L340/OCT 04/VGT-1

Basic Noncommissioned Officer Course

Enabling Learning Objective C

Learning Step 3

VGT-2, OTHER COHESION FACTORS



OTHER COHESION FACTORS



- **Group Structure.**
- **Group Composition.**
- **Work Team Differentiation.**
- **Team Life Span.**
- **Internal Group Processes.**
- **Task Activity.**

L340/OCT 04/VGT-2

Basic Noncommissioned Officer Course

Appendix B - Test(s) and Test Solution(s) (N/A)

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Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE 1

Title	Team Building Exercise						
Lesson Number / Title	L340 version 1 / DEVELOP A COHESIVE TEAM						
Introduction	<p>Training together builds collective competence; trust is a product of that competence. Subordinates learn to trust their leaders if the leaders know how to do their jobs and act consistently--if they say what they mean and mean what they say. Trust also springs from the collective competence of the team. As the team becomes more experienced and enjoys more successes, it becomes more cohesive.</p>						
Motivator	<p>This practical exercise will give you a better understanding of how trust brings individuals together as a cohesive unit.</p>						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Develop a cohesive team.</td></tr> <tr> <td>Conditions:</td><td>As a small unit leader in a company of battalion level unit given a situation in which you are responsible for developing soldiers into a cohesive element.</td></tr> <tr> <td>Standards:</td><td> <p>Demonstrated the skills required to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p> </td></tr> </table>	Action:	Develop a cohesive team.	Conditions:	As a small unit leader in a company of battalion level unit given a situation in which you are responsible for developing soldiers into a cohesive element.	Standards:	<p>Demonstrated the skills required to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>
Action:	Develop a cohesive team.						
Conditions:	As a small unit leader in a company of battalion level unit given a situation in which you are responsible for developing soldiers into a cohesive element.						
Standards:	<p>Demonstrated the skills required to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>						
Safety Requirements	None						
Risk Assessment	Low						

Environmental Considerations	None
Evaluation	None
Instructional Lead-In	None
Resource Requirements	<p>Instructor Materials:</p> <p>FM 22-100, Army Leadership, August 1999. App C, pp C-3 and C-4. Student Handouts.1 thru 3. Pen or pencil and writing paper.</p> <p>Student Materials:</p> <p>FM 22-100, Army Leadership, 1999 (if available). App C, p C-3. Student Handouts 1 thru 3. Pen or pencil and writing paper.</p>
Special Instructions	None
Procedures	Read the scenario (Trust Earned) on page C-3. As a group, prepare answers to the questions to discuss with the class.
Feedback Requirements	None

Trust Earned

SCENARIO

In a 1976 interview, Congressman Hamilton Fish of New York told of his experiences as a white officer with the 369th Infantry Regiment, an all-black unit in the segregated Army of 1917. Fish knew that his unit would function only if his soldiers trusted him; his soldiers, all of whom had volunteered for combat duty, deserved nothing less than a trustworthy leader. When a white regiment threatened to attack the black soldiers in training camp, Fish, his pistol drawn, alerted the leaders of that regiment and headed off a disaster.

"There was one thing they wanted above all from a white officer," [Fish recalled in an interview nearly 60 years later] "and that was fair treatment. You see, even in New York City [home of most of his soldiers] they really did not get a square deal most of the time. But if they felt you were on the level with them, they would go all out for you. And they seemed to have a sixth sense in realizing just how you felt. I sincerely wanted to lead them as real soldiers, and they knew it."

- a) What does the scenario say about trusting leaders?
- b) What did the soldiers want most from their leader? Give reasons why.
- c) Discuss the young officer Fish's sincerity and actions when white soldiers confronted his troops. What reasons did he display such actions?

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**SOLUTION FOR
PRACTICAL EXERCISE 1**

- a. What does the scenario say about a trusting leader? If your soldiers felt you were on the level with them, they would go all out for you.
- b. What did the soldiers want most from their leader? Give reasons why. Fair treatment.
- c. Discuss the young officer Fish's sincerity and actions when white soldiers confronted his troops. What reasons did he display such actions? When a white regiment threatened to attack the black soldiers in training camp, Fish, his pistol drawn, alerted the leaders of that regiment and headed off a disaster.

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PRACTICAL EXERCISE 2

Title	Soldier Team Development						
Lesson Number / Title	L340 version 1 / DEVELOP A COHESIVE TEAM						
Introduction	Cohesive organizations do not just happen. They are a result of leaders making good use of each opportunity to develop cohesive soldier teams.						
Motivator	This practical exercise will help you better understand the stages of team building and how they affect unit cohesion.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Develop a cohesive team.</td></tr> <tr> <td>Conditions:</td><td>As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.</td></tr> <tr> <td>Standards:</td><td> <p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p> </td></tr> </table>	Action:	Develop a cohesive team.	Conditions:	As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.	Standards:	<p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>
Action:	Develop a cohesive team.						
Conditions:	As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.						
Standards:	<p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						

**Resource
Requirements****Instructor Materials:**

FM 22-100, Army Leadership, August 1999.
App C, p C-7.
Student Handouts 1 thru 3.
Pen or pencil and writing paper.

Student Materials:

FM 22-100, Army Leadership, August 1999.
App C, p C-7.
Student Handouts 1 thru 3.
Pen or pencil and writing paper.

**Special
Instructions**

None

Procedures

Use the following scenario App C, p C-7 to complete PE-2.

**Feedback
Requirements**

None

SCENARIO

You are a newly arrived platoon sergeant. As part of your orientation, you observe your subordinate leaders and soldiers.

As a group, develop a role-play that reflects the stage of soldier team development present in your assigned scenario. You have 7 minutes to prepare the role-play. Everyone in your group must participate. The role-play must:

- a. Be between 2 and 3 minutes in length.
- b. Portray realistic behaviors for the stage of team development assigned.
- c. Reflect an MOS or branch appropriate for the class.
- d. Reflect appropriate leader actions for the stage of soldier team development of the group.

Soldier Team Development Group 1

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Reception step of formation stage.

Soldier Team Development Group 2

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Orientation step of formation stage.

Soldier Team Development Group 3

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Enrichment Stage

Soldier Team Development Group 4

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Sustainment Stage

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**SOLUTION FOR
PRACTICAL EXERCISE 2**

This practical exercise has no school solution.

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PRACTICAL EXERCISE 3

Title	Other Factors Affecting Cohesion						
Lesson Number / Title	L340 version 1 / DEVELOP A COHESIVE TEAM						
Introduction	<p>When you arrive at your new unit, you will want to determine the current level of cohesion in the platoon. There are several factors or areas when observed can determine the degree or level of cohesion within the unit.</p>						
Motivator	<p>This practical exercise will give you a better understanding of these factors of team development and how they help you determine the actual level of unit cohesion.</p>						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Develop a cohesive team.</td></tr> <tr> <td>Conditions:</td><td>As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.</td></tr> <tr> <td>Standards:</td><td> <p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p> </td></tr> </table>	Action:	Develop a cohesive team.	Conditions:	As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.	Standards:	<p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>
Action:	Develop a cohesive team.						
Conditions:	As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.						
Standards:	<p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> Identifying the characteristics of a good team. Determining the appropriate team building stage of your team. Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						

Resource Requirements	<hr/> Instructor Materials: FM 22-100, Army Leadership, 1999. App C, p C-11 thru C-14. Student Handouts 1 thru 3. Pen or pencil and writing paper. Student Materials: FM 22-100, Army Leadership, 1999 (if available). App C, p C-11 and C-12. Student Handouts 1 thru 3. Pen or pencil and writing paper.
Special Instructions	None
Procedures	<hr/> Have students read the situation and then answer the questions using information out of Student Handout 2. <hr/>
Feedback Requirements	<hr/> None <hr/>

Situation

You are a newly assigned platoon sergeant and you have already met with each of the squads/sections. It is hard to believe that this is a single platoon, as each of the squads appears to be focusing on a different mission. You review the personnel files and find that about half of the soldiers in assigned have three months or less in the platoon. Of those who have been on board longer, the PT results show that most of the PT scores are barely passing. After much thought, you decide to begin your efforts to develop a cohesive platoon by focusing on the PT test; given in two months.

You bring your section leaders together. You want to give your section leaders the opportunity to be leaders so you explain the situation that your platoon is facing. You tell the leaders that the platoon needs to work on becoming a cohesive unit. You ask each of the leaders to develop a plan for the PT test that will ensure that their subordinates do well on the PT test and result in a cohesive platoon.

You receive the following PT plans from your squad leaders:

The S2/3 NCOIC will restrict the privileges of anyone who fails.

The supply sergeant will provide a unit coin to all who pass.

The S1 NCOIC will set up a challenging PT program that he/she will lead.

The medic NCOIC leader will assemble the squad in a classroom and recount stories about the platoon. They will tell how the platoon received numerous awards and had few casualties during the Vietnam Conflict while members of other platoons, who failed to emphasize physical fitness, sustained a much larger number of casualties.

1. Each of these plans was an action intended to accomplish a mission and, at the same time, improve the cohesion of the platoon. Consider the actions above and develop a response to each of the following questions:

- a. Which section's soldiers will enjoy the training and take pride in it? Why?
- b. Which section's soldiers will respect their leaders more as a result of how they accomplish the mission? Why?
- c. Which section's soldiers will fear their leaders more? Why?
- d. Which section's soldiers will begin or continue a PT program of their own when no one is watching or after the leader changes? Why?
- e. Which section's soldiers will be more likely to strive for a "Max"? Why?
- f. Which section's soldiers will simply aim to achieve the minimum standard? Why?
- h. Which section's soldiers will be part of the least cohesive section? Why?

2. Given the leadership actions suggested by the section leaders and the description of the development stage of the platoon, what actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

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SOLUTION FOR PRACTICAL EXERCISE 3

Situation

You are a newly assigned platoon sergeant of HHC and you have already met with each of the squads/sections. It is hard to believe that this is a single platoon, as each of the sections appear to be focusing on a different mission. You review the personnel files and find that about half of the soldiers in assigned have three months or less in the platoon. Of those who have been on board longer, the PT results show that most of the PT scores are barely passing. After much thought, you decide to begin your efforts to develop a cohesive platoon by focusing on the PT test; given in two months.

You bring your section leaders together. You want to give your section leaders the opportunity to be leaders so you explain the situation that your platoon is facing. You tell the leaders that the platoon needs to work on becoming a cohesive unit. You ask each of the leaders to develop a plan for the PT test that will ensure that their subordinates do well on the PT test and result in a cohesive platoon.

You receive the following PT plans from your squad leaders:

The S2/3 NCOIC will restrict the privileges of anyone who fails.

The supply sergeant will provide a unit coin to all who pass.

The S1 NCOIC will set up a challenging PT program that he/she will lead.

The medic NCOIC leader will assemble the squad in a classroom and recount stories about the platoon. They will tell how the platoon received numerous awards and had few casualties during the Vietnam Conflict while members of other platoons, who failed to emphasize physical fitness, sustained a much larger number of casualties.

NOTE: Accept responses that include the following. (Responses based on SH-2, pp 5-18 thru 5-23 and SH-3).

1. --Which soldiers will enjoy the training and take pride in it? Why? S1 section. The leader trains with them and they train as a unit.

--Which soldiers will respect their leaders more as a result of how they accomplish the mission? Why? S1 section. Same comments as above.

--Which soldiers will fear their leaders more? Why? S2/3 section. Because of the threat of punishment.

--Which soldiers will begin or continue a PT program of their own, when no one is watching? After the leaders change? Why? S1 section because soldiers see the value of the program and the leadership emphasis and support.

--Which soldiers will be more likely to strive for a "Max?" Why? S1 section, because of pride and leadership emphasis and support.

--Which soldiers will simply aim to achieve the minimum standard? Why? S2/3 section is the most negative approach and is most likely to provide the least incentive for excellence.

--Which soldiers will be in the most cohesive squad? Why? Again, S1 section, because of teamwork, togetherness, leadership involvement, positiveness.

--Which soldiers will be part of the least cohesive section? Why? S2/3 section most likely because of fear and focus on punishment.

2. --Given the leadership actions suggested by the squad leaders and the description of the development stage of the platoon, which actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

(Responses will vary. Focus the responses so that they include respect, training, and evaluate actions.)

PRACTICAL EXERCISE 4

Title	Develop a Plan to Improve Unit Cohesion
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Lesson Number / Title	L340 version 1 / DEVELOP A COHESIVE TEAM
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Introduction	When you arrive at your new unit, you must determine the current level of cohesion in the platoon. Dependent on your findings, you may need to implement a plan to maintain the current level of cohesion or to improve it.
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Motivator	This practical exercise provides you with a better understanding of how to develop a cohesive platoon-sized organization.
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Terminal Learning Objective	NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.
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At the completion of this lesson, you [the student] will:

Action:	Develop a cohesive team.
Conditions:	As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.
Standards:	<p>Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by:</p> <ul style="list-style-type: none"> • Identifying the characteristics of a good team. • Determining the appropriate team building stage of your team. • Developing a plan to improve team cohesion. <p>IAW FM 22-100 and SH-2.</p>

Safety Requirements	None
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Risk Assessment	Low
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Environmental Considerations	None
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Evaluation	None
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Instructional Lead-In	None
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Resource Requirements**Instructor Materials:**

FM 22-100, Army Leadership, 1999.
 App C, p C-17.
 Student Handouts 1 thru 3.
 Pen or pencil and writing paper.

Student Materials:

FM 22-100, Army Leadership, August 1999 (if available)
 App C, p C-17.
 Student Handouts 1 thru 3.
 Pen or pencil and writing paper.

Special Instructions

None

Procedures

Read the following scenario. Using the scenario (p C-16), develop a cohesive plan for a platoon-sized unit. Your plan must include the following:

1. Determine the organization's level of cohesiveness.
2. Conduct an analysis of cohesion data collected by:
 - a) Determining that the unit cohesion was not a problem and identifying what, if any, additional actions were needed to maintain the current level of unit cohesion.
 - b) Identifying positive and negative internal and external factors influencing unit cohesion.
3. Determine possible leader actions that will improve the organization's level of cohesion by:
 - a) Identifying the desired organizational cohesion goals.
 - b) Determining the impact of leader actions on the level of cohesion on the organization.
 - c) Selecting one or two approaches which have potential for achieving identified unit cohesion goals.
4. Develop a plan to improve cohesiveness in the organization by:
 - a) Evaluating possible plans against identified organizational cohesion goals.
 - b) Selecting a plan to implement.
 - c) Identifying personnel to be involved in the implementation of the plan.
 - d) Identifying resources needed to implement the plan.

Feedback Requirements

None

Read the following scenario:

Scenario

You are a newly assigned platoon sergeant. You have had the opportunity to meet with each of the squads/sections and you have noticed that each of the squads is focusing on a different mission. After reviewing the personnel files, you find that about half of the soldiers assigned have three months or less in the platoon. Those who have been on board longer display a poor attitude and barely achieve set standards. The squad leaders have been around for a while but do not know their soldiers and rely on threats to accomplish the mission. The soldiers distrust the squad leaders because they order them around but never participate or even teach them how to accomplish the tasks. After much thought, you decide to implement a plan to develop a cohesive platoon.

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Evaluation Guide for PE-4

NOTE: Evaluation guide is for instructor use only. Do not issue to students.

- | | | |
|---|----|-------|
| 1. Determined the unit's state of cohesiveness. | GO | NO GO |
| 2. Analyzed cohesion data: | | |
| a. Determined that unit cohesion was not a problem and identifying
What, if any, additional actions were needed to maintain the current level of unit
cohesion. | GO | NO GO |
| b. Identified positive and negative internal and external factors
influencing unit cohesion. | GO | NO GO |
| 3. Determined possible leader actions to improve the organization's level of
cohesion: | | |
| a. Identified the desired organizational cohesion goals. | GO | NO GO |
| b. Determined the impact of leader actions on the level of
cohesion of the organization. | GO | NO GO |
| c. Selected one or two approaches which have potential for
achieving identified unit cohesion goals. | GO | NO GO |
| 4. Developed a plan to improve cohesiveness in the organization: | | |
| a. Evaluated possible plans against identified organizational
cohesion goals. | GO | NO GO |
| b. Selected the plan to be implemented. | GO | NO GO |
| c. Identified personnel to be involved in the implementation
of the plan. | GO | NO GO |
| d. Identified resources needed to implement the plan. | GO | NO GO |

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HANDOUTS FOR LESSON 1: L340 version 1

This appendix contains the items listed in the table--

Title/Synopsis	Page
SH-1, Advance Sheet	SH-1-1
SH-2, Extracts from FM 22-100, Army Leadership	SH-2-1
SH-3, Richard Field on Management and the Information Science.	SH-3-1 thru SH-3-4

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Student Handout 1

Advance Sheet

Overview

This lesson uses a practical exercise approach. As a leader faced with a situation that requires you to develop cohesive teams, you must know the characteristic of good teams, determine the stages of team building and develop a plan to improve cohesion.

Learning Objective

Terminal Learning Objective (TLO):

Action:	Develop a cohesive team.
Conditions:	As a small unit leader given a situation in which you are responsible for developing soldiers into a cohesive platoon-sized element.
Standards:	Demonstrated the skills required to developed a plan to develop a cohesive platoon-sized element by: <ul style="list-style-type: none">• Identifying the characteristics of a good team.• Determining the appropriate team building stage of your team.• Developing a plan to improve team cohesion. IAW FM 22-100 and SH-2.

ELO A Identify the characteristics of a good team.

ELO B Determine the appropriate team building stage of your team.

ELO C Develop a plan to improve team cohesion.

Assignment(s)

The student assignments for this lesson are:

Before class--

- Read and study Student Handouts 1 thru 3.
- Complete PE-4 (p C-15) prior to class starting..

During class--

- Participate in class discussion and complete the Practical Exercises.

After Class--

- Review all material covered in class.
- Prepare for end of course test.
- Turn in all recoverable materials after examination for this lesson.
- Participate in after action review for this lesson.

**Additional
Subject Area
Resources**

None

Bring to Class

You must bring the following materials to class.

- PE-4 completed.
 - All reference material received.
 - Pen or pencil and writing paper.
-

Student Handout 2

Extracted Material from FM 22-100

This student handout contains six pages of extracted material from the following publication:

FM 22-100, Army Leadership, 19 Aug 1999

Chapter 5 pages 5-18 thru 5-23

Disclaimer: The training developer downloaded the material from the General Dennis J. Reimer Training and Doctrine Digital Library Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

Student Handout 2

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Chapter 5 pages 5-18 thru 5-23

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being sensitive to your subordinates' professional development and cultural needs is part of the cultural awareness leader attribute. As an Army leader, you must know your people and take advantage of every resource available to help your subordinates develop as leaders. This includes other leaders who have skills or attributes different from your own.

Coaching involves a leader's assessing performance based on observations, helping the subordinate develop an effective plan of action to sustain strengths and overcome weaknesses, and supporting the subordinate and the plan.

5-97. You can consider coaching to be both an operating and an improving leader action. It's less formal than teaching. When you're dealing with individuals, coaching is a form of specific instance counseling (which Appendix C discusses). When you're dealing with all or part of a team, it's generally associated with AARs (which you read about earlier in this chapter).

5-98. Coaching follows naturally from the assessing leader action. As you observe your subordinates at work, you'll see them perform some tasks to standard and some not to standard. Some of their plans will work; some won't. Your subordinates know when you're watching them. They expect you to tell them what they need to do to meet the standard, improve the team's performance, or develop themselves. You provide this sort of feedback through coaching. And don't limit your coaching to formal sessions. Use every opportunity to teach, counsel or coach from quarterly training briefings to AARs. Teaching moments and coaching opportunities occur all the time when you concentrate on developing leaders.

Mentoring and Developing Tomorrow's Army

5-99. Mentoring is demanding business, but the future of the Army depends on the trained and effective leaders whom you leave behind. Sometimes it requires you to set priorities, to

balance short-term readiness with long-term leader development. The commitment to mentoring future leaders may require you to take risks. It requires you to give subordinates the opportunity to learn and develop themselves while using your experience to guide them without micromanaging. Mentoring will lead your subordinates to successes that build their confidence and skills for the future.

5-100. Mentoring isn't something new for the Army. Past successes and failures can often be traced to how seriously those in charge took the challenge of developing future leaders. As you consider the rapid pace of change in today's world, it's critical that you take the time to develop leaders capable of responding to that change. The success of the next generation of Army leaders depends on how well you accept the responsibility of mentoring your subordinates. Competent and confident leaders trained to meet tomorrow's challenges and fight and win future conflicts will be your legacy.

5-101. As you assume positions of greater responsibility, as the number of people for whom you are responsible increases, you need to do even more to develop your subordinates. More, in this case, means establishing a leader development program for your organization. It also means encouraging your subordinates to take actions to develop themselves personally and professionally. In addition, you may have to provide time for them to pursue self-development. (FM 25-101 discusses leader development programs.)

What have YOU done TODAY to develop the leaders of tomorrow's Army?

BUILDING Building Teams

5-102. You've heard—no doubt countless times—that the Army is a team. Just how important is it that people have a sense of the team? Very important. The national cause, the purpose of the mission, and all the larger concerns may not be visible from the battlefield.

Regardless of other issues, soldiers perform for the other people in the squad or section, for others in the team or crew, for the person on their right or left. This is a fundamental truth: soldiers perform because they don't want to let their buddies down.

5-103. If the leaders of the small teams that make up the Army are competent, and if their members trust one another, those teams and the larger team of teams will hang together and get the job done. People who belong to a successful team look at nearly everything in a positive light; their winners' attitudes are infectious, and they see problems as challenges rather than obstacles. Additionally, a cohesive

team accomplishes the mission much more efficiently than a group of individuals. Just as a football team practices to win on the gridiron, so must a team of soldiers practice to be effective on the battlefield.

5-104. Training together builds collective competence; trust is a product of that competence. Subordinates learn to trust their leaders if the leaders know how to do their jobs and act consistently—if they say what they mean and mean what they say. Trust also springs from the collective competence of the team. As the team becomes more experienced and enjoys more successes, it becomes more cohesive.

Trust Earned

In a 1976 interview, Congressman Hamilton Fish of New York told of his experiences as a white officer with the 369th Infantry Regiment, an all-black unit in the segregated Army of 1917. Fish knew that his unit would function only if his soldiers trusted him; his soldiers, all of whom had volunteered for combat duty, deserved nothing less than a trustworthy leader. When a white regiment threatened to attack the black soldiers in training camp, Fish, his pistol drawn, alerted the leaders of that regiment and headed off a disaster.

"There was one thing they wanted above all from a white officer," [Fish recalled in an interview nearly 60 years later] "and that was fair treatment. You see, even in New York City [home of most of his soldiers] they really did not get a square deal most of the time. But if they felt you were on the level with them, they would go all out for you. And they seemed to have a sixth sense in realizing just how you felt. I sincerely wanted to lead them as real soldiers, and they knew it."

5-105. Developing teams takes hard work, patience, and quite a bit of interpersonal skill on the part of the leader, but it's a worthwhile investment. Good teams get the job done. People who are part of a good team complete the mission on time with the resources given them and a minimum of wasted effort; in combat, good teams are the most effective and take the fewest casualties.

5-106. Good teams—

- Work together to accomplish the mission.
- Execute tasks thoroughly and quickly.
- Meet or exceed the standard.
- Thrive on demanding challenges.
- Learn from their experiences and are proud of their accomplishments.

5-107. The Army is a team that includes members who are not soldiers but whose contributions are essential to mission success. The contributions made by almost 1,600 DA civilians in the Persian Gulf region were all but lost in the celebrations surrounding the military victory against Iraq and the homecoming celebration for the soldiers that followed. However, one safety specialist noted that these deployed DA civilians recognized the need for a team effort:

Patriotism was their drawing force for being there.... We were part of the team supporting our soldiers! The focus is where it should be—on the military. They're here to do the job; we're here to help them.

5-108. People will do the most extraordinary things for their buddies. It's your job as an Army leader to pull each member into the team because you may someday ask that person for extraordinary effort. Team building involves applying interpersonal leader skills that transform individuals into productive teams. If you've done your work, the team member won't let you down.

5-109. Within a larger team, smaller teams may be at different stages of development. For instance, members of First Squad may be used to working together. They trust one another and get the job done—usually exceeding the standard—with no wasted motion. Second Squad in the same platoon just received three new soldiers and a team leader from another company. As a team, Second Squad is less mature; it will take them some time to get up to the level of First Squad. New team members have to learn how things work: they have to be brought on board and made to feel members of the team; they must learn the standards and the climate of their new unit; they'll have to demonstrate some competence before other members really accept them; and finally, they must practice working together. Leaders, who must oversee all this, are better equipped if they know what to expect. Make use of the information on the next few pages; learn what to look for—and stay flexible.

5-110. Figure 5-5 lists things you must do to pull a team together, get it going in the right direction, and keep it moving. And that list only hints at the work that lies ahead as you get your team to work together. Your subordinates must know—must truly believe—that they're a part of the team, that their contribution is important and valued. They must know that you'll train them and listen to them. They don't want you to let them get away with shoddy work or half-baked efforts; there's no pride in loafing. You must constantly observe, counsel, develop, listen; you must be every bit the team player you want your subordinates to be—and more.

5-111. Teams don't come together by accident; leaders must build and guide them through a

series of developmental stages: formation, enrichment, and sustainment. This discussion may make the process seem more orderly than it actually is; as with so many things leaders do, the reality is more complicated than the explanation. Each team develops differently: the boundaries between stages are not hard and fast. As a leader, you must be sensitive to the characteristics of the team you're building and of its individual members—your people. Compare the characteristics of your team with the team building stage descriptions. The information that results can help you determine what to expect of your team and what you need to do to improve its capabilities.

Stages of Team Building

5-112. Teams, like individuals, have different personalities. As with individuals, the leader's job isn't to make teams that are clones of one another; the job is to make best use of the peculiar talents of the team, maximize the potential of the unit climate, and motivate aggressive execution.

5-113. **Formation stage.** Teams work best when new members are brought on board quickly, when they're made to feel a part of the team. The two steps—reception and orientation—are dramatically different in peace and war. In combat, this sponsorship process can literally mean life or death to new members and to the team.

5-114. Reception is the leader's welcome: the orientation begins with meeting other team members, learning the layout of the workplace, learning the schedule and other requirements, and generally getting to know the lay of the land. In combat, leaders may not have time to spend with new members. In this case, new arrivals are often assigned a buddy who will help them get oriented and keep them out of trouble until they learn their way around. Whatever technique you use, your soldiers should never encounter a situation similar to the one in the next example.







TEAM BUILDING STAGES		
FORMATION STAGE	SUBORDINATE CHALLENGES	LEADER & UNIT/ORGANIZATION ACTIONS
 GENERIC	<ul style="list-style-type: none"> • Achieve belonging and acceptance • Set personal & family concerns • Learn about leaders and other members 	<ul style="list-style-type: none"> • Listen to and care for subordinates • Design effective reception and orientation • Communicate • Reward positive contributions • Set example
 SOLDIER CRITICAL	<ul style="list-style-type: none"> • Face the uncertainty of war • Cope with fear of unknown injury and death • Adjust to sights and sounds of war • Adjust to separation from home and family 	<ul style="list-style-type: none"> • Talk with each soldier • Reassure with calm presence • Communicate vital safety tips • Provide stable situation • Establish buddy system • Assist soldiers to deal with immediate problems
ENRICHMENT STAGE		
 GENERIC	<ul style="list-style-type: none"> • Trust leaders & other members • Find close friends • Learn who is in charge • Accept the way things are done • Adjust to feelings about how things ought to be done • Overcome family-versus-unit conflict 	<ul style="list-style-type: none"> • Trust and encourage trust • Allow growth while keeping control • Identify and channel emerging leaders • Establish clear lines of authority • Establish individual and unit goals • Train as a unit for mission • Build pride through accomplishment • Acquire self-evaluation/self-assessment habits • Be fair and give responsibility
 SOLDIER CRITICAL	<ul style="list-style-type: none"> • Survive • Demonstrate competence • Become a team member quickly • Learn about the enemy • Learn about the battlefield • Avoid life-threatening mistakes 	<ul style="list-style-type: none"> • Train as a unit for combat • Demonstrate competence • Know the soldiers • Pace subordinate battlefield integration • Provide stable unit climate • Emphasize safety awareness for improved readiness
SUSTAINMENT STAGE		
 GENERIC	<ul style="list-style-type: none"> • Trust others • Share ideas and feelings freely • Assist other team members • Sustain trust and confidence • Share mission and values 	<ul style="list-style-type: none"> • Demonstrate trust • Focus on teamwork, training & maintaining • Respond to subordinate problems • Devise more challenging training • Build pride and spirit through unit sports, social & spiritual activities.
 SOLDIER CRITICAL	<ul style="list-style-type: none"> • Adjust to continuous operations • Cope with casualties • Adjust to enemy actions • Overcome boredom • Avoid rumors • Control fear, anger, despair, and panic 	<ul style="list-style-type: none"> • Observe and enforce sleep discipline • Sustain safety awareness • Inform soldiers • Know and deal with soldiers' perceptions • Keep soldiers productively busy • Use in-process reviews (IPRs) and after-action reviews (AARs) • Act decisively in face of panic

Figure 5-5. Team Building Stages

Replacements in the ETO

Most historians writing about World War II agree that the replacement system that fed new soldiers into the line units was seriously flawed, especially in the ETO, and did tremendous harm to the soldiers and the Army. Troops fresh from stateside posts were shuffled about in tent cities where they were just numbers. 1LT George Wilson, an infantry company commander who received one hundred replacements on December 29, 1944, in the midst of the Battle of the Bulge, remembers the results: “We discovered that these men had been on a rifle range only once; they had never thrown a grenade or fired a bazooka [antitank rocket], mortar or machine gun.”

PVT Morris Dunn, another soldier who ended up with the 84th Division after weeks in a replacement depot recalls how the new soldiers felt: “We were just numbers, we didn’t know anybody, and I’ve never felt so alone and miserable and helpless in my entire life—we’d been herded around like cattle at roundup time....On the ride to the front it was cold and raining with the artillery fire louder every mile, and finally we were dumped out in the middle of a heavily damaged town.”

5-115. In combat, Army leaders have countless things to worry about; the mental state of new arrivals might seem low on the list. But if those soldiers can’t fight, the unit will suffer needless casualties and may fail to complete the mission.

5-116. Discipline and shared hardship pull people together in powerful ways. SGT Alvin C. York, who won the Medal of Honor in an action you’ll read about later in this chapter, talked about cohesion this way:

War brings out the worst in you. It turns you into a mad, fighting animal, but it also brings out something else, something I just don’t know how to describe, a sort of tenderness and love for the fellow fighting with you.

5-117. However, the emotions SGT York mentions don’t emerge automatically in combat. One way to ensure cohesion is to build it during peacetime. Team building begins with receiving new members; you know how important first impressions are when you meet someone new. The same thing is true of teams; the new member’s reception and orientation creates that crucial first impression that colors the person’s opinion of the team for a long time. A good experience joining the organization will make it easier for the new member to fit in and contribute. Even in peacetime, the way a person is received into an organization can have long-lasting effects—good or bad—on the individual and the team. (Appendix C discusses reception and integration counseling.)

Reception on Christmas Eve

An assistant division commander of the 25th Infantry Division told this story as part of his farewell speech:

“I ran across some new soldiers and asked them about their arrival on the island [of Oahu]. They said they got in on Christmas Eve, and I thought to myself, ‘Can’t we do a better job when we ship these kids out, so they’re not sitting in some airport on their first big holiday away from home?’ I mean, I really felt sorry for them. So I said, ‘Must have been pretty lonesome sitting in a new barracks where you didn’t know anyone.’ And one of them said, ‘No, sir. We weren’t there a half-hour before the CQ [charge of quarters] came up and told us to get into class B’s and be standing out front of the company in 15 minutes. Then this civilian drives up, a teenager, and the CQ orders us into the car. Turns out the kid was the first sergeant’s son; his father had sent him over to police up anybody who was hanging around the barracks. We went over to the first sergeant’s house to a big luau [party] with his family and a bunch of their neighbors and friends.’

Reception on Christmas Eve (continued)

“My guess is that those soldiers will not only do anything and everything that first sergeant wants, but they are going to tell anyone who will listen that they belong to the best outfit in the Army.”

5-118. **Enrichment stage.** New teams and new team members gradually move from questioning everything to trusting themselves, their peers, and their leaders. Leaders earn that trust by listening, following up on what they hear, establishing clear lines of authority, and setting standards. By far the most important thing a leader does to strengthen the team is training. Training takes a group of individuals and molds them into a team while preparing them to accomplish their missions. Training occurs during all three team building stages, but is particularly important during enrichment; it's at this point that the team is building collective proficiency.

5-119. **Sustainment stage.** When a team reaches this stage, its members think of the team as “their team.” They own it, have pride in it, and want the team to succeed. At this stage, team members will do what needs to be done without being told. Every new mission gives the leader a chance to make the bonds even stronger, to challenge the team to reach for new heights. The leader develops his subordinates because they're tomorrow's team leaders. He continues to train the team so that it maintains proficiency in the collective and individual tasks it must perform to accomplish its missions. Finally, the leader works to keep the team going in spite of the stresses and losses of combat.

Building the Ethical Climate

5-120. As an Army leader, you are the ethical standard bearer for your organization. You're responsible for building an ethical climate that demands and rewards behavior consistent with Army values. The primary factor affecting an organization's ethical climate is its leader's ethical standard. Leaders can look to other

organizational or installation personnel—for example, the chaplain, staff judge advocate, inspector general, and equal employment opportunity manager—to assist them in building and assessing their organization's ethical climate, but the ultimate responsibility belongs to the leader—period.

5-121. Setting a good ethical example doesn't necessarily mean subordinates will follow it. Some of them may feel that circumstances justify unethical behavior. (See, for example, the situation portrayed in Appendix D.) Therefore, you must constantly seek to maintain a feel for your organization's current ethical climate and take prompt action to correct any discrepancies between the climate and the standard. One tool to help you is the Ethical Climate Assessment Survey (ECAS), which is discussed in Appendix D. You can also use some of the resources listed above to help you get a feel for your organization's ethical climate. After analyzing the information gathered from the survey or other sources, a focus group may be a part of your plan of action to improve the ethical climate. Your abilities to listen and decide are the most important tools you have for this job.

5-122. It's important for subordinates to have confidence in the organization's ethical environment because much of what is necessary in war goes against the grain of the societal values individuals bring into the Army. You read in the part of Chapter 4 that discusses ethical reasoning that a soldier's conscience may tell him it's wrong to take human life while the mission of the unit calls for exactly that. Unless you've established a strong ethical climate that lets that soldier know his duty, the conflict of values may sap the soldier's will to fight.

Student Handout 3

Extract from Richard Field on Management and the Information Science.

This student handout contains three pages of extracted material from the following publication.

Groups and Teams, Richard H. G. Fields, Copyrighted 2002

SH-3-2 thru SH-3-4.

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Group and Teams

Group Structure. Two key structural factors of a group are its size and its leadership. The larger the group the less satisfied its members generally are. Group performance enhances with the addition of more members but each new member brings smaller and smaller performance gains to the group. Larger groups tend to split into subgroups and have non-participants. Satisfaction in a larger group declines because the number of relationships possible in a group increases rapidly as size increases, making it harder to know everyone in the group. The time available to each group member for communication also decreases as group size increases. As well, the gap in the amount of participation between the most frequent participator and the other group members grows wider. These factors make participation in the group more difficult and lower member satisfaction. The best group size will depend on the nature of the task, but smaller is probably better. Groups should be slightly smaller than the task requires. Making the individual group member's contribution unique and identifiable and by evaluating that contribution, reduces or eliminates the lowered level of member effort in a larger group.

Group Composition. Demographics important in groups are the age, sex, personality traits, job and life background, and other descriptive characteristics of group members. These factors together describe what group members bring to the team and how that team is likely to operate in the organization. With greater diversity in organizations and their groups, it is important to understand how to benefit from that diversity.

Examine the following advice for managers. Does it make sense? How could it apply?

1. Analyze your own biases and prejudices
2. Become a student of other cultures
3. Meet individually and communicate daily with staff
4. Learn the native languages of the staff at least somewhat
5. Be prepared to deal with intercultural conflicts. What are the special holidays or religious requirements of workers from different countries and cultures?
6. Be prepared to have your authority challenged due to cultural differences regarding the importance of age, gender, etc.

7. Adjust to a different sense of who is close family – In some cultures even non-relatives can be considered close family
8. Adjust to a different sense of time – some cultures think precisely about time
9. Learn the verbal and non-verbal communication signs of different cultures.

Task experience and task skills can help group members to accomplish a task, but can also limit how group members see problems and their solutions. A person's background will be a strong influence on how that person sees their work world. Group turnover can keep levels of task experience low, increase the amount of training time needed in the group, and lessen group friendships and familiarity that can make the group's activities predictable. On the other hand, turnover can serve to bring in fresh ideas and perspectives that can help a group to stay out of predictable routines.

Work Team Differentiation. The more different organizational groups are from each other the more difficult will be interaction between the groups, since ways of thinking and acting are less likely shared.

Team Life Span. Some teams, such as task forces, have a limited life span and team members know when the team will disband. This knowledge can affect internal group processes and the actions of group members. Ongoing teams will tend to have more stable patterns of interaction among group members as there is no predictable end to the group's activities.

Internal Group Processes. In the process of doing their work, groups organize themselves internally to perform task activity and group maintenance activity.

Task Activity. Groups can be at the same place at the same time. An example is a quality circle discussing how to lower the team's production costs while producing a higher quality product. We commonly think of a group as working all together in a particular place, but there are other possibilities. For example, groups can operate at a different place at the same time. Team members who are in different cities can be connected together by a conference telephone call, screen sharing on computers in different sites, or sharing a virtual reality (VR) meeting place. Each team member experiences a VR computer-generated conference room as if all other team members were in the room, even though they are not. Groups can function at the same place but at a different time. Examples are team rooms where members come and go on their own schedules and stations for shift work (such as a nursing station in a

hospital) where members rotate in and out of the team station on different shifts. Groups can also work at a different place and at a different time. One example is a group that communicates by voice mail or by different time computer conferencing and computer mail. As more work is accomplished by telecommuting, groups will become virtual.